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ABSTRACT

A Pima County (Arizona) adult workplace education program in English as a Second Language (ESL) is outlined. Salient elements in program design, student recruitment and program marketing, student assessment, instructional methods, and program evaluation are noted, and the topical content of the ESL curriculum is charted. Tasks/competencies and language functions to be taught are specified in each of these job-related areas: giving and getting personal information; socializing at work; tools, supplies, equipment, and materials; learning, doing, and teaching on the job; working in teams; on-the-job health and safety; company policy, pay and benefits; and individual job performance review. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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Workplace Education Partnerships: Compromises, Promises, and Practices

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WORKPLACE EDUCATION PARTNERSHIPS: COMPROMISES, PROMISES, AND PRACTICES

PRACTICES

PROGRAM DESIGN
- Include workers as much as possible in all levels of program design
- Meet the needs of both the employer and employees
- Promote incentives (i.e., release time, bonuses, pay for skills, etc.)
- Create advisory committees
- Report to company at the end of each class

RECRUITMENT/MARKETING
- Go out on the floor
  - Talk to workers in groups (or the whole company if it's small) and explain the program
  - Talk to managers and supervisors (all shifts). Get them to buy in
- Ask workers who have been in classes to recruit others
- Use flyers, pictures from classes, and articles in company newsletters
- Schedule convenient days and times

ASSESSMENT
- Administer pre-and post-tests
- Use teacher-made, standardized, and/or alternative assessments
- Be confidential

CURRICULUM DEVELOPMENT
- Conduct needs assessment (workers and company) and job task analysis
- Use company materials and functional context
- Design participatory curriculum

INSTRUCTIONAL METHODOLOGIES
- Be worker-centered
- Use cooperative learning techniques which foster team building
- Let materials and curriculum dictate methodologies
- Utilize simulations, role plays, and scenarios

EVALUATION
- Develop an ongoing evaluation process

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ESOL CURRICULUM

TASKS/COMPETENCIES	FUNCTIONS
PERSONAL INFORMATION	
• identify and give job titles of self and some co-workers • introduce self to co-workers • give address and phone number	• asking for⇔giving information • introducing
SOCIALIZING AT WORK	
• greet co-workers, boss and other work acquaintances • ask about co-workers' families and activities • describe family and leisure activities	• greeting⇔taking leave • asking for⇔giving opinions • describing events, problems, situations • making small talk
TOOLS, SUPPLIES, EQUIPMENT AND MATERIALS	
• identify, ask for, give and describe tools and supplies required for a task • respond to oral and written requests for supplies, tools, materials and equipment • locate items needed to complete a task • direct someone to a location • explain company clothing requirements • explain the danger of specific hazardous materials	• asking for⇔giving directions, instructions, information, reasons, permission • asking for⇔supplying requested materials • expressing wants, desires, needs • informing
LEARNING, DOING AND TEACHING THE JOB	
• follow instructions in sequential order to complete a procedure • ask for clarification/help to complete a procedure • describe job duties • describe a procedure just completed • describe anomalies in a common procedure	• checking⇔indicating understanding • asking for, offering and accepting help • asking for clarification and repetition⇔clarifying, correcting, summarizing, repeating • describing events, problems, situations, processes • expressing ability⇔inability

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• describe problems on the job • explain a mistake • explain reasons for being able⇔unable to complete a task • identify/differentiate between satisfactory and unsatisfactory products or services • explain work tolerances • verify a new process or procedure • suggest solutions/improvements to a problem with products, processes or equipment • answer customers'/guests' questions regarding products, services or locations • look up and follow written instructions/specs to carry out a task • read, interpret, plot and explain data on charts, graphs and diagrams • read, interpret, fill out and explain necessary paperwork • give verbal and written messages/pass downs to co-workers and supervisors • respond to oral and written requests for help/information • respond appropriately to criticism or praise from supervisors/trainers	• admitting⇔denying • suggesting, recommending and asking for advice • asking for⇔giving opinions • expressing certainty, doubt, suspicion • informing
WORKING IN TEAMS	
• suggest improvements in a product or process • ask for clarification, repetition • agree or disagree with a policy, procedure or suggestion • participate in brainstorming and other group processes • notify co-workers of an impending meeting • set a meeting • facilitate a meeting • take minutes of a meeting • summarize proceedings of a meeting	• suggesting, recommending • asking for clarification, correction, repetition⇔clarifying, correcting, repeating, summarizing • agreeing⇔disagreeing • expressing likes, dislikes, preferences • interrupting • informing • mediating, negotiating, conceding, compromising

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HEALTH AND SAFETY	
• read and explain company safety regulations • read and explain hazardous warning labels • read and explain antidotes for hazardous workplace materials • respond appropriately to written and oral warnings of danger • warn a co-worker of imminent danger • report an accident verbally and in writing	• describing events, problems, situations, processes • clarifying, summarizing • reminding • interrupting • cautioning
COMPANY POLICY, PAY AND BENEFITS	
• fill out job application, time cards, tax and benefit forms • state preference of hours, shift, assignment and training • call in sick or late • read, follow and explain work schedules and notices • read, follow and explain company handbook including benefits: attendance and leave policy • ask about⇔explain changes in payroll deductions • request leave or vacation time	• asking for⇔giving directions, instructions, information, reasons, permission • asking for clarification, correction, repetition⇔clarifying, correcting, repeating, summarizing • expressing likes, dislikes, preferences, needs, opinions • making⇔accepting excuses • mediating, negotiating, conceding, compromising
PERFORMANCE REVIEW	
• participate in performance review meetings • request feedback from supervisor on job performance • respond appropriately to criticism⇔praise from supervisor • ask about opportunities/requirements for promotion • set annual performance goals	• asking for information, clarification opinions • mediating, negotiating, conceding, compromising • expressing wants, desires, needs

Not all tasks and functions are taught at every worksite nor for every job category. The ESOL teacher selects from these items to design a curriculum appropriate to each class.

Extensive yet possibly distinct vocabulary is required for each task and each worksite. Tasks may include reading, writing, listening and/or speaking activities.

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